

**COMMON ERRORS IN TRANSLATING ENGLISH INTO
INDONESIAN AT THE SECOND YEAR
STUDENTS OF SMAN 1 TUALANG
SIAK**

A Thesis
Submitted to Fulfill One of Requirements
for Bachelor Degree in English Education
(S.Pd.)



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PEKANBARU
1434 H/2013 M**

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The researcher

RAHMA YUNI

ABSTRAK

Rahma yuni (2012) : Kesalahan-Kesalahan Umum dalam Menterjemahkan Kalimat Bahasa Inggris kedalam Bahasa Indonesia pada Siswa Kelas Dua SMAN 1 Tualang Siak.

Penelitian ini adalah penelitian deskriptif kuantitatif. Masalah penelitian ini adalah siswa mengalami kesulitan untuk memahami makna dalam bahasa Inggris. Penelitian ini dilakukan untuk mencari kesalahan yang sering terjadi pada siswa kelas dua SMAN 1 Tualang dalam menterjemahkan kalimat bahasa Inggris kedalam bahasa Indonesia. Subjek penelitian ini adalah para siswa kelas dua SMAN 1 Tualang. Siswa kelas dua terdiri dari lima kelas (190 siswa). Penulis mengambil 15 % sebagai sampel yaitu sebanyak 30 siswa. Cara dalam mengambil sampel ini adalah teknik acak. Objek penelitian ini adalah kesalahan-kesalahan umum menerjemahkan kalimat bahasa Inggris kedalam kalimat bahasa Indonesia. Instrumen penelitian ini adalah tes dan wawancara. Hal ini digunakan untuk mendapatkan data tentang kemampuan siswa dalam menerjemahkan. Sedangkan wawancara digunakan untuk mengetahui faktor yang mempengaruhi siswa dalam menerjemahkan bahasa Inggris ke bahasa Indonesia.

Hasil penelitian ini menunjukkan bahwa siswa masih salah dalam menerjemahkan kata istilah dan sulit mencari arti kata yang sesuai berdasarkan dengan konteksnya. Hal ini dapat dilihat dari persentase kesalahan pada jenis terminology lebih besar daripada kesalahan jenis grammar dan kata yang tidak diterjemahkan.

Kesimpulannya dapat diketahui bahwa kesalahan yang umum dilakukan oleh siswa SMAN 1 Tualang dari ketiga jenis kesalahan dalam menterjemahkan adalah kesalahan dalam mengartikan istilah/kata yang sesuai pada konteks kalimat bahasa Inggris.

ABSTRACT

Rahma yuni (2012) : Common Errors in Translating English into Indonesian at the Second Year Students of SMAN 1 Tualang Siak

This research has descriptive quantitative research. The problem of this research was the students get difficulties to understand the meaning of the English sentences/texts. The purpose of this research was to find out the errors that occur to the second years students of SMAN 1 Tualang in translating English sentences into Indonesian. The subject of this research was the second year students of SMAN 1 Tualang of Siak Regency. The second year students consisted of five classes (190 students). The writer took 15 % as the sample, 30 students. The object of this research was common errors in translating English sentences into Indonesian. The way in choosing this sample was random sampling technique. The instrument of this research were test and interview. The test was used to get data about the students' common error in translating English sentences into Indonesian. The interview was conducted to find out the factors that influence the students made error in translating English into Indonesian

The result of this research shows that the students make error in translating terminology and get difficulties to look for the equivalent meaning based on the context. It can be seen from the percentage of error in terminology type higher than grammatical and omission error type.

In conclusion, it can be known that the common error that occurs to the second year students of SMAN 1 Tualang from the third of error in translating is error to use terminology/the word that equivalent meaning based on the context.

ملخص

رحما يوني (٢٠١٢): الخطنات العامة في ترجمة الكلمات الإنجليزية إلى اللغة الإندونيسية لطلاب الصف الثاني بالمدرسة العالية الحكومية ١ توالانغ سيالك.

هذا البحث هو بحث وصفي نوعي. المشكلة في هذه الدراسة هي أن الطلاب يلاقون الخطنات في فهم معاني الإنجليزية. انعقد هذا البحث لمعرفة الخطنات الواقعة لطلاب الصف الثاني بالمدرسة العالية الحكومية ١ توالانغ سيالك في ترجمة الكلمات الإنجليزية إلى اللغة الإندونيسية. الموضوع في هذا البحث طلاب الصف الثاني بالمدرسة العالية الحكومية ١ توالانغ سيالك بينما الهدف في هذا البحث الخطنات العامة في ترجمة الكلمات الإنجليزية إلى اللغة اندونيسية. يتكون طلاب الصف الثاني من خمسة فصول (١٩٠ طالب) ثم أخذت الباحثة ١٥ في المائة أي بقدر ٣٠ طالبا لعينات هذا البحث بطريقة عشوائية. تجمع البيانات في هذه الدراسة بواسطة الاختبار و المقابلة و تستخدم لنيل البيانات عن قدرة الطلاب على الترجمة ثم المقابلة لمعرفة العوامل التي تؤثر الطلاب في ترجمة الكلمات الإنجليزية إلى اللغة الإندونيسية.

تدل حصول البحث على أن الطلاب يخطئون في ترجمة الاصطلاحات و يصعبون في البحث عن معاني الكلمات المناسبة على صيغها. وذلك على علم من نسبة خطأ الطلاب في الاصطلاح ما أكبر من القاعدة و الكلمات الأخرى.

الاستنباط أن الخطنات العامة من قبل الطلاب بالمدرسة العالية الحكومية ١ توالانغ سيالك من ثلاثة أنواع الخطأ في الترجمة هي الخطنات في ترجمة الاصطلاحات المطابقة بصيغ الكلمات الإنجليزية.

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CHAPTER I

INTRODUCTION

A. The Background

Translation is one of the language components that should be learned by the students. By learning translation, they can translate the English text or sentences into Indonesian or vice versa. They can get more information, such as science, technology, economy and etc. Translation is a process of substituting a text in one language to another. It is not an easy aspect in learning English because it is not a simple process. It is not only replacing the source language to target language, but also looking for the equivalent meaning or message in the source language to be transferred into the target language.¹

In English teaching and learning process, students are taught four language skills; listening, speaking, reading and writing. These skills are interrelated each other because each skill develop other skills. Besides the skills mentioned above, there is still one of the very important aspects encouraging the foreign language in teaching and learning process, namely translation.

¹ Catford, J.C. *Linguistic Teory of Translation*. Oxford University Press. London. 1965. P. 212.

To be a good translator should be able to understand the source language that wants to be translated. The first, translator's task must understand the text and analyze the sentences before going to translate.² Translation consists of transferring the meaning of the source language into the receptor language, studying the lexicon, grammatical structure and communication situation. A translation which is concerned with transferring the meaning will find that the receptor language has a way in which the desired meaning can be expressed, even though it may be very different from the source language form. The duty of translator does not only change the language form but also the content or message. The meaning of translation result must be equal with the original.³

In teaching and learning English, the teacher uses some methods. One of the teaching foreign language methods is GTM (Grammar Translation Method). Historically, this method is based on the idea that the quickest way of learning a foreign language is by understanding its grammar and using the native language in explaining it. This method trains the students to extract the meaning of the foreign language by translating it into the native language. Vocabulary enrichment is based on reading taught through both languages and much of the lesson is devoted to translate the sentence into and out of the

² Newmark, Peter. *A Textbook of Translation*. America: Prentice Hall International English Language Testing. 1987. P.234.

³ Mildred L. Larson, *Meaning - Based Translation a Guide to Cross-Language Equivalence*. University Press of America. 1984. P. 3

second language (L2). This is one of the evidences which illustrates that translation is very important to learn any foreign language, including English.⁴

In applied linguistics, the grammar translation method is a foreign language teaching method derived from the classical (sometimes called traditional method of teaching). The method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to be able to read and translate literary masterpieces and classics.⁵

Based on the goal of grammar translation method above, reading is one of the primary subjects in teaching and learning process. Reading has been described as a process of decoding a particular writing system into a language or a process of getting meaning from written material. Reading not only looks at the written word but also understand what they mean. The curriculum used in the school is KTSP.

SMAN 1 Tualang Siak is one of the favorite schools in Siak. SMAN 1 Tualang is located in SIAK regency. English is taught twice a week. The English teachers of this school have applied KTSP as a curriculum which focuses on developing students' ability to interact by using English. English is taught by a professional teacher who graduated from English education background. In teaching and learning process, the teachers have been teaching their students about ways to translate English correctly. The teachers always

⁴ Mulyadi. a Comparison on Students' Capability in Translating English into Indonesian and Indonesian into English at the Second Year of MA Darul Huda Salo. UIN SUSKA Riau, 2008, P. 1

⁵ [Http://En.Wikipedia.Org/Wiki/Grammar_Translation](http://En.Wikipedia.Org/Wiki/Grammar_Translation).

give translation task to their students. The teacher also use variation of teaching methods and they always come on time to teach. The facilities at the school, such as laboratory and library also support the students to study English effectively.

The teacher of SMAN 1 Tualang always gives translation task to the students. The goal of teaching translation is to make the students understand about English texts or sentences and also to enlarge their vocabulary. But in fact, many students make errors in translating English into Indonesian and one of the error made by the students is they usually translate English texts or sentences literally or word for word without looking for the equivalent meaning or message in the source language to be transferred into the target language. Besides that, they also make error in idiomatic translation. Idiomatic translations use the natural forms of the receptor language, both in the grammatical constructions and in the choice of the lexical items.

Errors are caused by not knowing of target language rule, where the learner cannot correct it without helped by other person or teacher. Error can be recognized when it happens repeatedly in sentence. The students cannot correct their errors by themselves until their teachers or native speakers provide the correct one for them.⁶

In analyzing and translating the source language into Indonesian or vice versa, the students face many problems. There are many aspects that may

⁶ Brown, H. Douglas. *Principle of Language Preparation Guide*. Nebraska. Lincol. 1980. P.70

become a problem for students in translating a text or sentence, namely structure or grammar, vocabulary, syntax and etc.

The writer's previous observation showed that many learners of English including SMAN 1 Tualang made errors in some aspects of language especially in translating English into Indonesian. For example:

1. Educationists became persuade that competition in classroom was the best way to promote industry among scholar.

Incorrect :Para pendidik diyakini bahwa persaingan didalam kelas adalah terbaik untuk memproduksi industri diantara murid-murid.

Correct :Para pendidik menjadi yakin bahwa persaingan didalam kelas adalah cara terbaik untuk meningkatkan kerajinan belajar diantara para murid.

2. The dogs chase Doni

Incorrect :Anjing mengejar Doni

Correct :Anjing-anjing mengejar Doni

From the explanation above, the students get difficulties in translating English into Indonesian. The writer assumes that the students make common errors in translating English into Indonesian. The phenomena can be seen from the symptoms below:

- a. Some of the students get difficulties to find appropriate word and meaning in translating English into Indonesian.
- b. Some of the students do not understand about content of the material.

- c. Some of the students get difficulties to use structure in translating and have lack of knowledge about material comprehensively.
- d. Some of the students are not competent with the procedures of translation.
- e. Some of the students are not interested in learning English, especially in translating English into Indonesian.

Based on the explanation above, the writer is interested in carrying out a research entitled **“COMMON ERRORS IN TRANSLATING ENGLISH INTO INDONESIAN AT THE SECOND YEAR STUDENTS OF SMAN 1 TUALANG SIAK”**.

B. The reasons for choosing the Research

The reasons why the writer is interested in carrying out a research on the topic above are based on some consideration:

1. The problems of the research are very interesting and challenging to be investigated in teaching and learning process.
2. The topic is relevant to the writer as one of the students of the English Education Department.
3. As far as the writer is concerned, this research title has never been investigated by any researcher yet.

C. The Problems

1. The identification of the problems

Based on the background above, the problem can be identified as follows:

- a. Why do some of the students get difficulties to find appropriate word and meaning in translating English into Indonesian?
- b. Why do not some of the students understand about content of material?
- c. Why do some of the students get difficulties to use structure in translating and have lack of knowledge about material comprehensively?
- d. Why are not some of the students competent with the procedures of translation?
- e. Why are not some of the students interested in learning English, especially in translating English into Indonesian?

2. The Limitation of the Problems

Because the area of translation is too wide, so the writer limits the problem to the common error made by the students in translating English sentences into Indonesian. This study focuses on the three types of translation error, namely:

- a. Wrong terminology
- b. Grammatical error (omission singular-plural nouns)
- c. Missing words (the word do not translate)

3. The Formulation of the Problems

The problem of this research can be formulated in the following questions:

- a. What are the common errors of translation done by students in translating English sentences into Indonesian at the second year students of SMAN 1 Tualang Siak?
- b. What are the factors that influence students' common errors in translating English sentences into Indonesian at the second year students of SMAN 1 Tualang Siak?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

- a) To find out the common errors of translation done by students in translating English sentences into Indonesian at the second year students of SMAN 1 Tualang Siak?
- b) To find out the factors that influence students' common errors in translating English sentences into Indonesian at the second year students of SMAN 1 Tualang Siak?

2. The Significances of the Research

- a) To writer needs to enlarge the knowledge in English language teaching and learning.
- b) To give a bit contribution to the students, especially for those who study at the second year of SMAN 1 Tualang Siak.

- c) To fulfill one of the requirements to finish the writer's study at State Islamic University of Sultan Syarif Kasim Riau.

E. The Definition of the Term

To avoid misinterpretation and misunderstanding about the title, it is necessary to explain the terms used in this research, the terms are as follows:

1. Common error. Common means usual familiar, happening or found often and in many places.⁷ Error is caused by lack of competence.⁸ In this research, common errors is mistake frequently done by the second year students in translation from source language into target language (Indonesian)
2. Translation means craft consisting in the attempt to replace a written message and statement in one language.⁹ In this research, the writer sees and evaluates the common error in translation done by the second year students of SMAN 1 Tualang Siak.
3. English into Indonesian means the second year students of SMAN I Tualang Siak translate the English sentences (Source Language) into Indonesian (Target Language).

⁷ Oxford pocket's Learner Dictionary, P. 231

⁸ Brown, H. Douglas. op. cit P.70

⁹ Newmark, Peter. op. cit P.56

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Translation

A translation has produce as nearly as possible message or statements of source language into target language. In other words, a translator should be able to transmit messages of source language as clear as possible into target language.

To translate ideas or message of the author words and context must go hand in hand appropriately. The use of word has to be somehow in accordance with the target language context into which the source language is ordinarily being translated. Conversely, the different context will surely determine. To reach the goal of translation, one must be good at comprehending source and target language, searching and precisely equivalent source for target language.

Translation is a craft consisting in attempt to replace a written and or statement in one language by the some messages and statements into another language.¹ Translation is basically a change of form. When we speak the form of a language, we are referring to the actual words, phrases,

¹ Newmark, Peter. *A Textbook of Translation*. America: Prentice Hall International English Language Testing. 1982. p.7.

clauses, sentences, paragraphs etc., which are spoken or written. These forms are referred to the surface structure of a language.²

Translating a resource language and looking for its equivalencies in receptor language is not as easy as people often think. It needs a specific skill. Besides, every language has certainly particularities that must be different from others. To be good translator, one should know the fundamental principle of translation, So translation sends a message or news from a source language into target language. The meaning should be similar.

Based on the definition above, it can be concluded that the translation could be defined as an activity of replacing or changing the form in another language literally and culturally. It means that translation does not only change the form of the language but also the content or the meaning of it.

a) English into Indonesian Translation

Either Indonesian into English translation or English into Indonesian translation has the same roles in business activity. Those forms can be in spoken or written translation. In some companies, the written translation is needed in book keeping such as writing letters, reports, etc. Meanwhile, spoken translation is needed in public speaking such as seminar, workshop etc, in the application, some Indonesians still

² Mildred L. Larson, *Meaning - Based Translation a Guide to Cross-Language Equivalence*. University Press of America. 1984. p. 3.

translate the text or sentence viewing from the word meaning in the dictionary. Look at the sentence below “ take the medicine after meal” one of them translate the word “take” by “ mengambil” in Indonesian. Actually, the word “take” is closest in meaning “ minum.” Here is the importance of sociolinguistic competence. The language is however a part of culture and the norms come from the nation which has the language³. Another example is :

English (Source Language)	Indonesian language (Target Language)
Jhon and Sam are playing tennis at the courth.	Jhon dan Sam adalah bermain tenis dilapangan.

Based on the example, the writer gives the conclusion that in translating into Indonesian, even though the translation result is not appropriate with what the source language really means, but it is still closed to it. The meaning of the target language (TL) is still understandable even not perfect.

b) Indonesian into English Translation

Basically, Indonesian into English translation and English into Indonesian translation are similar in the level of difficulty but some students comment that Indonesian into English translation is more

³ Suherman. A study on the Third Year Student’s Ability in Translating Request From Bahasa Indonesia into English at English Study Program of FKIP – UNRI. Unpublished paper. Riau. 2006. p. 16.

difficult. The low of translation ability of Indonesian students specifically and Asian students in general is influenced by the lacking of cross culture understanding and sociolinguistic competence.⁴ In term of translation, some students still use word-by word translation. Further, it is also called a lexical translation. The example is follows:

Indonesian Language (Source Language)	English (Target Language)
Paman Ismail sedang memakai kemeja putih.	Uncle Ismail medium shirt white.

In fact, in translation, the students must look some aspects such as lexical aspect, cultural aspect, contextual aspect, and etc. Thus, the mastery of these aspects are needed by students especially to be a good translator.

From the statement above, the writer concludes that in translating Indonesian into English, the target language does not represent the source language and cannot understand at all. The message of the source language is not received. There are mistake concerning with grammatical order, word choice and meaning. In short, the target language is not appropriate with what the source language really means, and most of the students still use word for word translation.

⁴ Ibid., p. 17.

c) The Process of Translation

The process of translation is summarized under three processes:⁵

- 1) Analysis is urgently required for finding out message to be translated and it comprises of grammar.
- 2) Transfer is attributed to how analyzes outcomes of source language to be transferred into target language.
- 3) Restructuring is deals with kinds and styles of language and the possible applicable technique for an intended style in translation.

There are four levels of translation process, they are⁶:

- 1) The source language text level, the level of language, where we begin and which we continually (but not continuously) go back to;
- 2) The referential level. The level of object and events, real or imaginary, which we progressively have to visualize and build up, and which is an essential part, first of the comprehension, then of the reproduction process;
- 3) The cohesive level, which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various presupposition of the source language text. This level encompasses both comprehension and reproduction. It presents an overall picture, to which we may have to adjust the language level.
- 4) The level of naturalness, of common language appropriate to the writer or the speaker in a certain situation.

⁵ Nida. Eugene A and Charles R. Taber. *The Theory and Practice of Translation*. 1969. p. 215

⁶ Newmark, Op.Cit., p. 19

After understanding the message and the structure of the source language, the next step is transforming the content, meaning, and the message of the source language into the target language on this step. The translator should be able to find the equivalent words of the source language with the target language.

Finally, when we want to translate in appropriate way, we should have knowledge about translation, such as: method, procedure, and process of translation. These will help students for translation achievement.

d) The Kinds of Translation

There are two main kinds of translation, one is form-based and the other is meaning based. Form-based translations attempt to follow the form of the source language and are known as literal translations. Meaning-based translations make every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translations are called idiomatic translation.

There are three kinds of translation as follows: Firstly, word for word translation is literal translation. Word for word translation is usually used by the person who starts translating for the first time. The result of this translation is difficult to understand because the errors of the translator in managing the words. For example: “you can use it only”. Translated; “kamu dapat menggunakannya saja”. Secondly,

structural translation is one of the translation kinds that stress on the result scope of the translation.⁷ The process of changing the message of text from active to passive or passive to active is called structural translation. For example: “they have been teaching us English for many years”. Translated; kami telah mendapatkan pelajaran bahasa inggris dari mereka selama bertahun-tahun”. Thirdly, free translation or non-literal translation is the dynamic translation, which has the goal to produce dynamic equivalence in target language.⁸ Dynamic equivalence is changing the message in original text to make the response of the readers or the hearers read and listen the translation like the original text.⁹

So, the writer assumes that translation is not an easy process because it needs to find out the equivalent meaning or message in this source language to be transferred into target language. In other words, the foreign communities have their own language structure, culture, way of thinking, and way of expressing, the choice of word that should be used, but all these can be explained, and as last resorts, the explanation is the translation.

⁷ Mildred L. Larson, *Op. Cit.*, p. 5

⁸ Ibid., p. 5

⁹ Nida, Eugene A and Charles R. Taber. *Op. Cit.*, P. 215

2. The Nature of Error

Learning something needs a process in which success will come by profiting some errors. Error is systematic deviation, when a student has not mastered something and constantly got wrong. Concerning the theory of errors, many linguists have technical definitions to identify the errors. Error is caused by lack of competence.¹⁰ Error is an act or condition of ignorant or imprudent deviation from a code behavior. Errors are systematic that their occurrence is in some way regular.

In order to analyze errors in proper perspective, it is crucial to distinguish errors from mistake. A mistake refers to performance errors, that are a failure to utilize a known system correctly, and an error is a noticeable deviation from the adult grammar of a native speaker reflecting the inter language competence of the learner.¹¹

In the learning process of the target language, it is quite difficult to decide that the learners are trying to acquire the language incorrectly, called errors or mistake. If the learners do something twice or more wrongly called errors. Meanwhile, if the learners do the thing once wrongly and for the next is right, called mistakes. The distinction is strengthened by stated that mistake occurs if the learner fails to use a system correctly which actually has been known by them, this failure is caused by inconvenience performance of the learners, but the learner will be able to correct it automatically. As a result, for next time, the learner will use a correct one.

¹⁰ Brown, H. Douglas. *Principle of Language Preparation Guide*. Nebraska. Lincol. 1980. P.70

¹¹ Ibid., p.156

On the other hand, error occurs if the learners do not master the system completely yet, so in using that system they will use wrongly even though it is used twice or more. That failure is not able to correct by them.¹²

There are two causes of error, they are¹³:

- a. Interlingua errors are the error made by the learners because the characteristic of their native language or mother tongue interferes the language being learned.
- b. Intralingua and developmental errors are the errors which reflect general efforts to learn the second language, which shows, the development of learning techniques.

From the statement above, it can be concluded that there are two causes of the errors, the first, Interlingua error that is caused by learners' mother tongue on the production of the target language. Second, intralingua error that is caused overgeneralization, ignorance of the restriction and incomplete application of rules.

3. The types of translation error

The type of errors made by the students in translating can be classified into some causes of errors. In analyzing the students' errors in translating English into Indonesian possible used ITR (International

¹² Brown (1980) or by Corder (1969) in Larsen Freeman and Long (1991).

¹³ Richards, Jack C. *Error Analysis: Perspectives On Second Language Teaching Acquisition*. Great Britain: Longman, 1974. p.3

Translation Resources) Black jack classification, they are: wrong terminology, grammatical error, and omission.¹⁴

a. Wrong terminology.

1) Definition of Terminology

Terminology is a word or compound word used in specific context. Terminology is the study of terms and their use. Terminology is also defined by context, the study of terms primarily concerned with organizing them by context in which they are used.¹⁵

For example : Budi and Ani are the best friend. Besides that, they also have strong chemistry.

Incorrect : Budi dan Ani adalah berteman baik. Disamping itu, mereka juga memiliki kimia yang kuat.

Correct : Budi dan Ani adalah berteman baik. Disamping itu, mereka juga memiliki hubungan perasaan yang kuat.

2) Terminology and translation

Besides specialists, translator and interpreters are also major users of terminology when they mediate communication between specialists.

¹⁴ <http://www.itrblackjack.com>. Retrieved on 12th July, 2002.

¹⁵ <http://en.wikipedia.org/wiki/Terminology>.

Translation is a process aimed at facilitating communication between speakers of different language. Multilingual terminological activity supports technical translation. Translation implies understanding the source and target language. This means, in turn, that technical translator must have some familiarity with the subject matter they are translating.

A good technical translation not only has to express the same content as the source text, but it also has to do so in the forms that a native reader of the target language would use. In the case of specialized translation, the reader will be a specialist in the field. As a result, good technical translators must choose the topic they want to work in and attain minimal competence in some specific field in order to certain the respect of the content and form of two languages they work in.¹⁶

To do their job, translators depend on bilingual or multilingual vocabularies of the terms occurring in the text. This does not mean, however, that translator does not prepare terminology themselves. On occasion they have to act as terminologists to find equivalents for those terms that are not listed in the available vocabularies nor in specialized data bank. Besides, the time constraints within which

¹⁶ Maria Teresa Cabre. *Terminology: theory, methods, and application*.
<http://books.google.co.id/books?id.terminology>. P.47.

translator often have to work may not all them to hand the task over to a terminologist.

Terminological equivalence is the key to multilingual terminology. The authors of bilingual or multilingual technical dictionaries often start from the principle that terminologies reflect objective structure of the real word. In fact, the way, the real world is reflected to the structures of a special language that may not be the same across language, especially in fields that are not highly structured such as arts and social sciences.¹⁷

In addition to the equivalents in other languages, terminology prepared for translators must contain contexts that provide information on how to use the term, and ideally, provide information about the concept in order to ensure translators use the precise form to refer to a specific content.

b. Grammatical Error.

The translators make error in the structure of a sentence. Grammatical errors would be characterized as error dealing with grammar of the target language, including error of usage, collocation, syntax and tenses. Besides that, when translating English text or sentence the students omit singular to plural or plural to singular words.

¹⁷ Ibid., p.48.

For example : the students learn in the class every day.

Incorrect : murid belajar di kelas setiap hari.

Correct : para murid belajar di kelas setiap hari.

When a noun means one only, it is said to be singular. Example: boy, girl, book, church, box. When a noun means more than one, it is said to be plural. Example: boys, girls, books, churches.

There are many rules to form singular to be plural they are:¹⁸

- 1) The plural of nouns is usually formed by adding **-s** to a singular noun. Example: lamp- lamps, cat-cats, fork-forks, flower-flowers, pen-pens.
- 2) Noun ending in **s, z, x, sh, and ch** form the plural by adding **es**. Example: moss-mosses, dish-dishes, buzz-buzzes, church-churches, box-boxes.
- 3) Noun ending in **y** preceded by a consonant is formed into a plural by changing **y** to **ies**. Example: lady-ladies, city-cities, army-armies.
- 4) Noun ending in **y** preceded by vowel form their plurals by adding **s**. example: boy-boys, day-days, toy-toys.
- 5) Most nouns ending in **o** preceded by a consonant is formed into a plural by adding **es**. Example: hero-heroes, motto-mottoes, buffalo-buffaloes.
- 6) May add **s** or **es** some nouns ending in **f** or **ef** are made plural by changing **f** or **fe** to **ves**. Example: beef- beeves, wife-wives.

¹⁸ <http://sites.google.com/site/englishgrammarguide/Home/singular-and-plural-nouns>.

English nouns can be classified as ***count*** (singular and plural) and ***non-count***. The ***singular*** form is used when considering the noun as a single item (count) or entity (non-count). The ***plural*** form is used when considering more than one of the same items. Non-count nouns do not have a plural form.

In this research, the grammatical error used is focused on students make error to translate singular-plural form at the English sentences into Indonesian.

c. Omission.

It means, missing the difficult word. Usually, most of the students are missing the difficult word when they do translate English texts or sentences. It means, some of the students do not translate the word because they do not find the meaning correctly.

According to Don Sirena who works as a language translation manager for general motors, and who has implemented the SAE 12450 quality assurance process for the translation department of GM. He focuses on seven types of errors that occur in a translation mind that layout is not among them, hence standard us only of limited use. There are: 1. wrong terminology, 2. syntactic error, 3. omission, 4. wrong structure or argument error, 5. misspelling, 6.punctuation error, 7. and miscellaneous errors. However, translating English into Indonesian is

only concerned with wrong terminology, grammatical error and omission.¹⁹

Based on explanation above, the type of translation error used is focused on ITR (International Translation Resources) Black jack classification, they are: wrong terminology, grammatical error, and omission.

4. Factors that Influence the Students Errors in Translating English into Indonesian.

Factors that influence the student error in translating English into Indonesian cannot be separated with the factors that influence the students in learning. There are two factors that influence the students in learning.

- a. The internal factors that cover all one's selfness, and
- b. The external factors that cover the outside of the one's selfness.

1) Internal Factors

a) Motivation

Students who have low motivation in learning will make their achievement low, because motivation is an essential factor to make teaching and learning more effective and efficient.

¹⁹ http://www.lisa.org/globalizationinsider/2004/05/mission_impossi.html

b) Adequate time

By doing many discussions or exercises whether students are in the classroom or they are in their house. It will make them more able to master the materials.

c) Attitudes

How good students' attitudes when they listen to the teachers' explanation about the material. It will influence their understanding and achievement in learning process.

d) Intelligence

The success of students in their learning is influenced by intelligence factor. By having good intelligence, it will make teaching and learning process more effective.

2) External Factors

a) Teacher

Teachers' factor and the way of teaching are important factor, which influence learning. Teacher's attitude, knowledge and also is teaching orientation also influence students' achievements.

b) Parents

The students who have support from their parents to study English will make them motivated in learning process. And students who have no support from their parents will make them have low motivation.

c) Peers

By having good peers, it will make a learning process more effective and efficient, so peer strategies will influence a success of the students in their learning.

d) Environment

School environment which is completed with sufficient equipments, facilities added by good way in learning will make easier for students in learning process.

B. The Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpreting in a systematic study as a concept that still operate in abstract form of research planning which is interpreted into particular words in order to be easy to measure.

Based on the statement above, the writer concludes that there are some indicators needed to be operated in the operational concept. The following indicators can assess the indicators of the common errors in translating English into Indonesian:

1. The students make errors to choose term of word (wrong terminology) to translate English sentences into Indonesian.
2. The students make errors in translating English sentences into Indonesian based on grammatical rule, especially omission singular-plural.

3. The students do not translate the words when translating English sentences into Indonesian.

Whereas, the indicators of the factors influencing students make errors in translating English sentences into Indonesian are:

a. Internal Factors:

- 1) The students are not interested in translating English sentences in learning English.
- 2) The students do not have motivation to translate English sentences in learning English.
- 3) Some of the students have limited time and vocabulary.
- 4) Some of the students do not have variety of dictionary.

b. External factors:

- 1) The students do not feel comfortable in the classroom when a tag question is being taught because of noise.
- 2) The students do not enjoy the class because the teacher's method in teaching is not interesting and tend monotonous,
- 3) The students are not supported by their parents in learning English.

C. The Relevant Research

There are some researches studies about the translation. The researchers are various, either in general or in specific one. This happens because translation is a part of the subject studying particularly.

The previous study entitles “ The contribution of tenses mastery in translating Indonesian text to English at the third year students of English education department of education and teacher’s training faculty of state Islamic university Sultan Syarif Kasim Riau ” by Rini Febriyanti, (2007). She found that there is a significant contribution of tenses mastery in translating Indonesian text to English.

The second study “The ability of the third year students of English Education of State Islamic University Sultan Syarif Kasim Riau in translating English into Indonesian” by Karmina, (2008). She is concluding that the students’ ability in translating English text into Indonesian at the third year students of English education department of state Islamic university SUSKA Riau is in good level. Her research finding shows that the factors that influence the students’ ability in translating are internal factor and external factor. They are: students’ motivation, students’ attitude, friend’s influence and lectures’ method in teaching.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research design belongs to descriptive study. It only has one variable that is the common errors in translating English sentences into Indonesian made by the second year students of SMAN 1 Tualang Perawang. The data were obtained in order to find out the errors made by the students in translating English sentences into Indonesian. The error was classified to find out the common types of translation error made by the students in translating English sentences into Indonesian.

B. The Time and Location of the Research

The research was conducted at SMAN 1 Tualang Perawang. This research was done from August up to October 2010.

C. The Subject and Object of the Research

The subjects of this research were the second year students of SMAN 1 Tualang Perawang. The object of this research was common errors in translating English sentences into Indonesian.

D. The Population and Sample of the Research

The population of this research is all students who are studying at the second year students of SMAN 1 Tualang. The total students are 190 students. If the population is homogenous enough, for the population that less than 100 the sample is taken 10 – 15 or 20 – 25 %, but if the population more than 100 the sample is taken at least 15% of the population.¹ In this research the writer will take 15 %. Therefore, the sample of this research is 30 students. The technique used is random sampling. The writer does to random of population by doing lotre. The writer made roles of paper. In roles of paper there are number 1 until 30 and also blank paper. After that writer concluded the total population and than ask them to choose the role of paper. If students get number, they will become sample.

Table III. 1
The Population and the Sample of the Research

Class	Population	Sample
2 IPA 1	35	6
2 IPA 2	39	6
2 IPA 3	40	6
2 IPA 4	38	6
2 IPA 5	38	6
TOTAL	190	30

¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), P. 134.

E. The Techniques of Collecting Data

1. Test

The data will be collected through written test (translation test). In this research the students will be asked to translate some of simple sentences from English into Indonesian based on types of translation error. There were three types of translation errors that should be translated by the students, they were “wrong terminology”, “grammatical error especially omission singular - plural”, and missing word”. Each type consisted of six items. Therefore, the total number is 18 items. The test was also aimed to find out and analyze what types of translation errors the students tend to make errors in translating English sentences into Indonesian. The results of the test are taken as the data of this research.

Table III. 2
The Distribution of the Test Items

KINDS OF ERRORS	NUMBER OF ITEMS	THE DISTRIBUTION
Wrong Terminology	6	5, 7, 10, 12, 16, 18
Grammatical Error (omission singular-plural)	6	1, 3, 6, 8, 11, 15
Missing Word	6	2, 4, 9, 13, 14, 17
TOTAL	18	

Before conducting the test to the students, the writer conducted a try-out as to verify the test whether they were reliable or not. The try out was conducted to the students at the second year students of SMAN 1 Tualang, Siak.

The writer analyzed all the items from the point of they difficulty level and they level of discrimination. Items difficulties show how easy or difficult a particular item is in the test. The index of difficulty (facility value) is generally expressed as the percentage of the students who answer the items correctly. It is calculated by using formula:²

$$F.V = \frac{R}{N}$$

f.v = Facility value

R = The Number of Correct answers

N = The Number of students taking the test

If the index of facility value is between 0.30 and 0.70, the test item can be accepted. On the other hand, if the index of the facility value is smaller than 0.30 or bigger than 0.70, the test item is rejected because the test item is either too easy or difficult for the students.

To find the mean score of the test scores, the following formula was used :³

$$M = \frac{\sum fx}{N}$$

Where: M = Mean Score

\sum = The Number of the Students

N = The Number of the Students

² Heaton, J.B. 1988. *Writing English Language Test*. Longman : New York. P. 23

³ Ibid., 25

To find out the standard deviation, the following formula was used:⁴

$$s. d = \frac{\sum fx^2}{N}$$

Where: s. d = Standard Deviation

fx^2 = The discrimination index

N = The number of respondent

After the mean score and standard deviation have been found, the following step was finding out the reliability of the test by using formula:

$$r. ii = \frac{N}{N-1} \left(1 - \frac{M(N-m)}{NX^2} \right)$$

N = The number of items in the test

r.ii = The reliability

m = The mean score on the for all testes

X^2 = The standard deviations of all the testes score.

Reliability is necessary Characteristic of any good test in order to find reliability of the test.⁵

2. Interview

Through this technique the writer will interview the students about the problems that obstacle them in learning English especially in translating English sentences into Indonesian. The writer will ask the factors that influence them made errors in translating English sentences. Interview is a dialogue between interviewer and object people in order to find out the

⁴ Hartono, M.Pd. *Statistik Untuk Penelitian*. Pustaka Pelajar Offset. Pekanbaru. 2004.p. 18

⁵ Heaton. *Ibid* P. 162.

information from them.⁶ Researcher used interview to know someone condition, example to find the data about student's background, parents, education, behavior.

This technique is used to support information from the students about the factors that influence the students' common errors in translating English sentences into Indonesian.

F. The Techniques of Data analysis

This research gives the emphasis on the student's errors in translating English to Indonesian. Therefore, the analysis only focused on the form of describing the errors. The writer's objective is to find out the percentage of the errors in translating English to Indonesian sentences. The data will be analyzed by classifying the errors made by the students into each type of errors.

In order to get description of the answer given by the students, the data are analyzed by using the formula as follow:⁷

$$P = \frac{X}{N} \times 100 \%$$

P = Percentage

X = Number of the students' errors in each item

N = Number of respondents

In analyzing the data, the writer would be used four steps: Firstly, the students' work evaluate one by one. Secondly, the students' translation errors

⁶ Suharsimi Arikunto, Op Cit p. 155.

⁷ Hartono, Op. Cit.p. 18.

were marked. Thirdly, the students' translation errors are group based on the types of error. Lastly, calculating the percentage of error types made by the students by using the formula as follow:

$$D = \frac{E}{N \times I} \times 100 \%$$

D = Level of difficulty of each category of types of translation error

E = Number of errors

N = Number of respondents

I = Number of items in each category

When the “D” of each category of translates English to Indonesian sentence is bigger or equal to 40 percent, the category is considered as difficult. On the other hand, when the “D” is found smaller than 40 percent, the category is considered as easy.⁸

⁸ Hughes, Arthur. *Testing Language Teacher*. Cambridge : Cambridge University Press. 1989.p.76.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

This research has only one variable of study. The method that writer uses is descriptive study. The descriptive research or quantitative descriptive involves collecting data in order to answer questions about the current status of the subject or topic of the study.¹ Therefore, the writer tries to analyze the error made by the second year students of SMAN 1 Tualang in translating English sentences into Indonesian.

In collecting the data, the writer used test and interview to support the data needed. The test consists of 18 items. It consists of 6 questions for incorrect terminology (5, 7, 10, 12, 16, 18), 6 questions for grammatical error especially omission singular-plural (1, 3, 6, 8, 11, 15), and 6 questions for missing word (2, 4, 9, 13, 14, 17). To know the factor that students make error in translating, the writer collected the data by using interview.

Furthermore, in this chapter, the researcher presents the data about test and interview which have been gathered from the second year students of SMAN 1 Tualang Perawang.

¹ Gay. LB. 1987. *Educational Research*. Columbus : Meril Publishing Company. p. 9

B. The Data Analysis

The researcher presents the results of the test instrument used in the technique of data collection regarding to the second year students of SMAN 1 Tualang made errors in translating English into Indonesian based on wrong terminology, grammatical error and missing word.

After collecting the data and make some calculation, the researcher shows the errors made by the students in translating English into Indonesian as follows:

1. The Percentage of Errors Made by Students in Translating English Sentences into Indonesian.

Table VI. 1
The percentage of the errors made by the students to translate English sentences in wrong terminology

Wrong Terminology			
No	Number of test Items (I)	Number of Students Errors (E)	Percentage (D)
1	5	14	46 %
2	7	13	43%
3	10	13	43 %
4	12	12	40 %
5	16	14	46 %
6	18	10	30 %
Total	6	76	$\Sigma D = 42.2 \%$

The average level of the students' errors in wrong terminology from the data of the table above is:

$$\begin{aligned}
 D &= \frac{E}{N \times I} \times 100\% \\
 &= \frac{76}{30 \times 6} \times 100\%
 \end{aligned}$$

$$= \frac{76}{180} \times 100\%$$

$$= 42.2 \%$$

From the table above, it is found that the level of difficulty in translating English sentences into Indonesian in “wrong terminology” is 42. 2%. It means that the students find it difficult to translate it because it is higher than 40%. In other words, they always make errors in translating this type.

Table VI. 2
The percentage of the errors made by the students to translate English Sentences based on grammatical error (omission singular><plural)

Grammatical error (omission singular><plural)			
No	Number of test Items (I)	Number of Students Errors (E)	Percentage (D)
1	1	9	30 %
2	3	17	56 %
3	6	10	33 %
4	8	9	30 %
5	11	12	40 %
6	15	9	30%
Total	6	66	ΣD = 36.6 %

The average level of the students’ errors in grammatical error from the data of the table above is:

$$D = \frac{E}{N \times I} \times 100\%$$

$$= \frac{66}{30 \times 6} \times 100\%$$

$$= \frac{66}{180} \times 100\%$$

$$= 36,6 \%$$

From the table above, it is found that the level of difficulty in translating English sentences into Indonesian based on grammatical error is 36.6%. It means that the students find it easy, because it is less than 40%. In other words, they seldom make errors in translating this type.

Table VI. 3
The percentage of the errors made by the students to translate English sentences in missing word

Missing word			
No	Number of test Items (I)	Number of Students Errors (E)	Percentage (D)
1	2	9	30 %
2	4	10	33 %
3	9	9	30 %
4	13	11	36 %
5	14	9	30 %
6	17	10	33 %
Total	6	58	$\Sigma D = 32.2 \%$

The average level of the students' errors in missing word from the data of the table above is:

$$\begin{aligned}
 D &= \frac{E}{N \times I} \times 100\% \\
 &= \frac{58}{30 \times 6} \times 100\% \\
 &= \frac{58}{180} \times 100\% \\
 &= 32,2 \%
 \end{aligned}$$

From the table above, it is found that the level of difficulty in translating English sentences into Indonesian based on omission the

sentences 32.2%. It shows that the majority of the students find it easy, because it less than 40%. In other words, they rarely make errors in translating this type.

Table VI. 4
The total number of the errors made by the students in translating English sentences into Indonesian of wrong terminology, grammatical error (omission singular><plural) and missing word.

No.	Types of translation errors	Frequency	Percentage
1	Wrong Terminology	76	42.2%
2	Grammatical error (omission singular><plural)	66	36.6%
3	Missing Word	58	32.2%

Table VI. 4 above shows the level of the difficulty in translating English sentences into Indonesian of wrong terminology, grammatical error, and missing words. The students translate the sentence in wrong terminology is bigger than 40%. It should be noticed that some students get difficult to translate in this type. It means that the students often make errors to translate in this type. In other word, the common errors do by the students in translating English sentences into Indonesian is at incorrect terminology type. The students translate the sentence in grammatical error is smaller than 40%. It shows that the majority of the students find it easy to translate in this type. It means that the students rarely make errors to translate in this type. The students translate the sentence in missing word

is smaller than 40%. It means that the students rarely make errors in this type.

2. Interview

Through this technique the writer will interview the students about the problems that obstacle them in learning English especially in translating English sentences into Indonesian. The writer will ask the factors that influence them made errors in translating English sentences. In this research, the researcher only takes five students to be interviewed. Interview is a dialogue between interviewer and object people in order to find out the information from them. Researcher used interview to know someone condition, example to find the data about student's background, parents, education, behavior.²

This technique is used to support information from the students about the factors that influence the students' common errors in translating English sentences into Indonesian.

After doing the test, the writer has also asked the students dealing with the problems faced by the students in translating English sentences into Indonesian and how they handle these problems.

1. Do you think that translation is very important for yourself?

Students A : Yes, translation is very important for us,
with translation make me more understand with the
difficulties sentences.

² Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2000), p. 155.

Students B : Yes, I do, because I like to translate English sentences in every study English.

Students C : No, I do not, translation is very difficult for me.

Students D : No, I do not, every English Class I get difficult to understand about the English text.

Students E : Yes, I do, because if we always to translate the English text / sentence we get new vocabulary.

Based on explanation above, it can be conclude that some of the students like and enjoy in translating English because it is very important to them. And some of the students do not like and enjoy with English because they get difficult to learn English.

2. What do you need in translating English text/sentence into Indonesian?

Students A : In translating, we need some things such as ; dictionary, modern handphone, Alfalink (digital dictionary) and also ask to our friends.

Students B : I need a dictionary, but sometimes I just need a teacher to translate it

Students C : Dictionary is first and important thing I need to translate

Students D : I need a dictionary if I found some difficult words

Students E : The first, I need dictionary English to Indonesian or Vice versa

Based on explanation above, it can be conclude that some of the students need a dictionary to translate English sentences into Indonesian because they do not have much vocabulary.

3. Do you ever translate any sentence or passage by your own word?

- Students A : Yes, I ever translate the sentence by my own word
- Students B : Yes, there is. If I get unfamiliar words to translate English sentences, I try to translate the sentence by my own word
- Students C : No, do not, in translating English, If I get unfamiliar words and I do not know the meaning usually I do not translate the words.
- Students D : Yes, I do. If I get unfamiliar word to translate, usually I interpret the meaning by my own word.
- Students E : No, do not. I do it by myself, but if I found the difficult words I do not translate the word and I continue to the next word.

Based on explanation above, it can be conclude that some of the students are ever translate any sentence or passage by their own word and also did not translate the sentence.

4. Do you need time in translating English into Indonesian grammatically?

- Students A : Yes, I need much time to translate English sentence into Indonesian
- Students B : Yes, of course, the time is very important to do it.
- Students C : Yes, of course, to translate English we need much time.
- Students D : Yes, the time is very important to translate because in translating English into Indonesian we will spent much time.
- Students E : Yes, in translating we will spent much time to looking for the suitable meaning.

Based on explanation above, it can be conclude that the students need much time to translate English into Indonesian very well.

5. What do you do if you get difficulties in translating English text or sentence into Indonesian ?

Students A : If I get difficult to translate, I will ask to the teacher

Students B : I will look for the meaning in a dictionary first, and then I ask to my friends.

Students C : I will check in the dictionary or I will ask to the someone who know that .

Students D : I try to translate by my own word but still any relation to the sentence.

Students E : If I get difficult to translate, I do not translate the sentence and I continue to the next sentence.

Based on explanation above, it can be conclude that some of the students try to translate by their ways such as; interpret the meaning by own word, ask to the teacher, and also ask to friends.

Based on interview above, it can be concluded that many factors influencing students' errors in translating English sentences into Indonesian. Those factors are coming from internal factors and external.

The factors are described below:

1. Internal factors.

- a. Some of the students have limited time and vocabulary.
- b. Some of the students do not have variety of dictionary.

- c. Some of the students get difficult to use appropriate word based on the context.
 - d. Some of the students do not motivate in learning English, and do not interest to translate English text or sentence.
 - e. Some of the students do not master about the English material
 - f. Some of the students do not pay attention to the teacher's explanation
2. External factors
- a. Some of the students do not enjoy the class because the teacher's method is not interesting and monotonous.
 - b. The class condition does not support the teaching and learning process, because some of the students in the classroom make a noise.
 - c. Some of their parents do not help the students in learning English.

From the explanation above, the researcher makes conclusion that collaboration among parents, teachers, environments and students are absolutely important. If it runs well, the purpose of teaching and learning is going to be reached.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' translating ability at the second year students of SMAN 1 Tualang.

A. The Conclusion

Research findings about common errors in translating English into Indonesian that the students still confuse and difficult to use the word that suitable the meaning with the context. In other words, the students still error in translanting the terminology. The result shows that the score of error in terminology type higher than the grammatical and ommision error type. It was because that the internal factors like; the students did not have enough vocabulary to translate, the students were not have interested in translating English into Indonesian, and the limited time that have given by their teacher. Besides that, the students affected by external factors like, the students did not feel comfortable and enjoy in the class because of noise and method used by the teacher were not interest, and also the students were not supported by their parents and family in learning english.

B. Implication

The implications of English-Indonesian translation are not only for the students but also for the teacher, school and for other researchers. For the

students, as explained above, The implications of using translation method could improve the translating ability and influenced many aspects such as the students' motivation in learning English, the students have the opportunity to practice translating by themselves, the students can get more vocabulary.

For the teacher, by using translation method could improve the English teachers' knowledge and share experiences in improving the students' translating ability. For the school, with translation gave some inputs for SMAN 1 Tualang especially in reaching percentage of the criteria of minimum passing. For other researchers, translation contribution to other researchers to expand further research about improving students' translating ability in understanding the meaning.

A. Suggestions

1. Suggestion for the Teacher

The writer hopes to English teacher to choose the effective method to increase students' translation ability. Related to the result of the research, the researcher offers some suggestions as follow:

- a. Based on the result of the research, translation can give the students chance to apply their understanding the meaning of the words. Therefore, the students are able to show their ideas or opinions in translating.
- b. It suggested that English teacher can adopt and apply this method in order to improve the students' translating ability. The English teachers

should explain clearly about the material. Then, the students must be trained to apply the material through translation method.

- c. The teacher should explain the lesson in different ways, such as grammar translation method, give a translation task, and by using some media like picture, card and etc. so that the students are not bored in studying English. The teachers need to give correction on their errors in translating English sentences into Indonesian, so that they know the correct ones.

2. Suggestions for the Students

- a. In order to improve the students' ability in translation, the students firstly must understand and comprehend the context of the written text overall. This ability is also supported by the student's ability in using various dictionaries and in searching the appropriate term that was suitable to the word, which would be translated.
- b. The students should be encourage themselves to learn the vocabulary as much as possible because the vocabulary is the most important aspect in improving the translation skill and also in language skills such as speaking, reading, listening and writing.
- c. The students should have to improve their skill in grammatical and comprehensive reading. The researcher also suggests to students that to be aware of kind of errors commonly committed by them in translating the English written text to Indonesian language, so in other chance, the errors will not happen anymore.

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